H.N.S. ANECDOTE

1940-41

THE SEMI-ANNUAL PUBLICATION

of

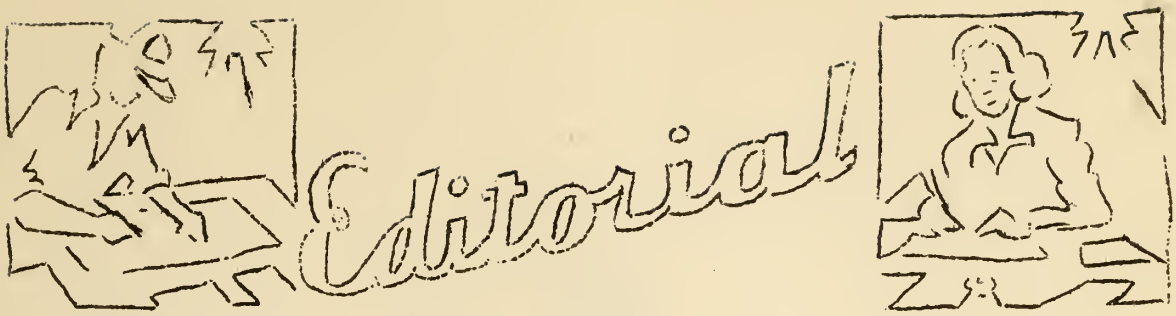
THE ANECHO

Prepared by

The Students of the Provincial Normal School

Victoria, B.C., 1940-41.

Editor	Mary Horrigan
Assistant Editor	Gilbert May
Literary	Peggy Sedgman
Dramatic and Debating	David Franklin
Social	Marjorie Carter
Sports	Raymond Warburton
Music	Donald Nelson
Art	John Gowans



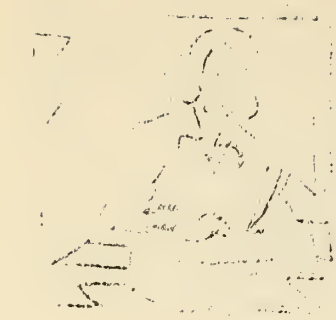
"The time has come," the Walrus said, "to speak of many things."

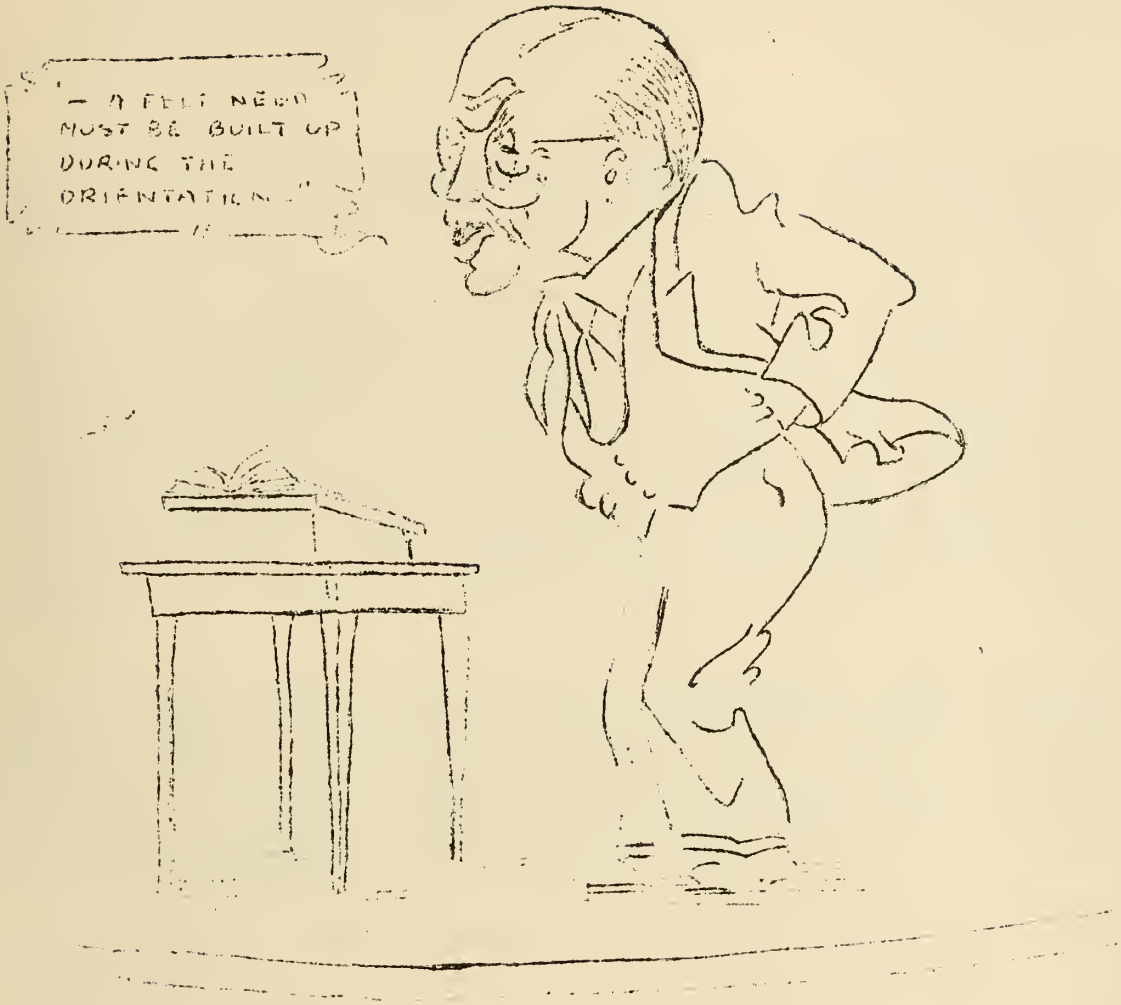
So it has ever been! In the midst of our work and play, let us stop for a moment and reflect upon our life at the Normal School. Here, we are receiving a wonderfully beneficial training which will fit us for the teaching profession. We might mention the splendid opportunities for a broad education provided by lectures, demonstrations, and teaching practice. Numerous facilities, namely, sports, clubs, and the library, are available and we have, all told, a comprehensive programme truly adapted to the vocation which we have chosen.

At present, we can catch only a faint glimmer of the significant part which this year at the Normal School will play in our lives. The majority of us are beginning to feel that this is a critical period in our career. We must now assume the responsibilities, not only of the teaching and guidance of children, but also the fuller responsibilities of our own lives -- all the implications of this momentous job of "teaching school".

To Dr. Denton and all the members of the Faculty, we wish to express our thanks and appreciation for their kindly interest in, and understanding of our problems. We shall long remember and put to good use their valuable assistance and cheerful encouragement.

- Mary Horrigan.




— A FELT NEED
MUST BE BUILT UP
DURING THE
ORIENTATION."

Literary

Each Friday afternoon since September 27, 1940, the students of the Normal School have assembled in the auditorium to entertain and educate themselves with such talent as they found among the seventy-three members.

The programmes have offered a great variety of material to the students, who have both benefited by, and enjoyed them. Perhaps those that they remember best were the class efforts. Who could forget Class C's stirring presentation of "Dangerous Dan McGrew" or the dramatization of A.A. Milne's, "The King's Breakfast," by Class A? Class B, it will be remembered, provided a good choir for a certain alleged radio programme, and an outstanding news cast was given by Miss Thatcher. A recent presentation by two members of Class C, "Romeo and Juliet," revamped for the present generation, was an outstanding success. Other programmes have provided music, (with special mention of Mr. D. Nelson) lectures, plays, oral reading, and a quiz programme.

The Society had the pleasure of hearing, at different times, two guest lecturers, Major Bullock Webster and Miss Muriel Bowes. Major Bullock Webster spoke on "Dramatization in Connection with Rural Schools and Communities," a subject which is both interesting and valuable to Normal students. Miss Bowes, who formerly taught in a school in India, told of her experiences there. Her lecture was greatly enjoyed because of the interesting and novel nature of the material.

Members of the executive of the Literary Society during the past session were:--

President		Mr. E. McGlenen
Vice-President		Miss E. Lindsay
Secretary		Miss P. Sedgman
Class Representatives -	Class A	Miss M. Jupp
	Class B	Miss M. Horrigan
	Class C	Mr. E. Ball

This executive would like to thank the Faculty and the Students for the co-operation received in organizing programmes, and to extend best wishes to the new executive for 1941.

On Friday, 13th December, 1940, the feature of the afternoon "Lit." period was a debate, the resolution of which was, "The United States, by maintaining her present attitude towards the European situation, can better aid the cause of democracy than by formally declaring war."

Unusual was the fact that all participants were from Class "C", which speaks exceedingly well for the ability of the male members of the student body.

Although sentiment and the date were against them, Mr. Rashleigh and Mr. Emmott, upholders of the negative stand, just managed to surpass Mr. McGlenen and Mr. Ball, who nobly attempted to weather the barrage on behalf of the affirmative contention. As a matter of fact, Mr. McGlenen's last words in rebuttal were to the effect that the Johnson Act and the Neutrality Act would soon become just bits of paper which was a concession of victory to the opposite side.

Judging the debate were Dr. Anderson and Mr. H.L. Cambpbell, members of the Staff. Mr. Campbell, in delivering the verdict, made a few introductory remarks regarding debating, which were both interesting and educational.

- Alan Emmott.

On behalf of the Literary Society and also personally, I should like to thank the Staff and the Students for their co-operation and support during the past term.

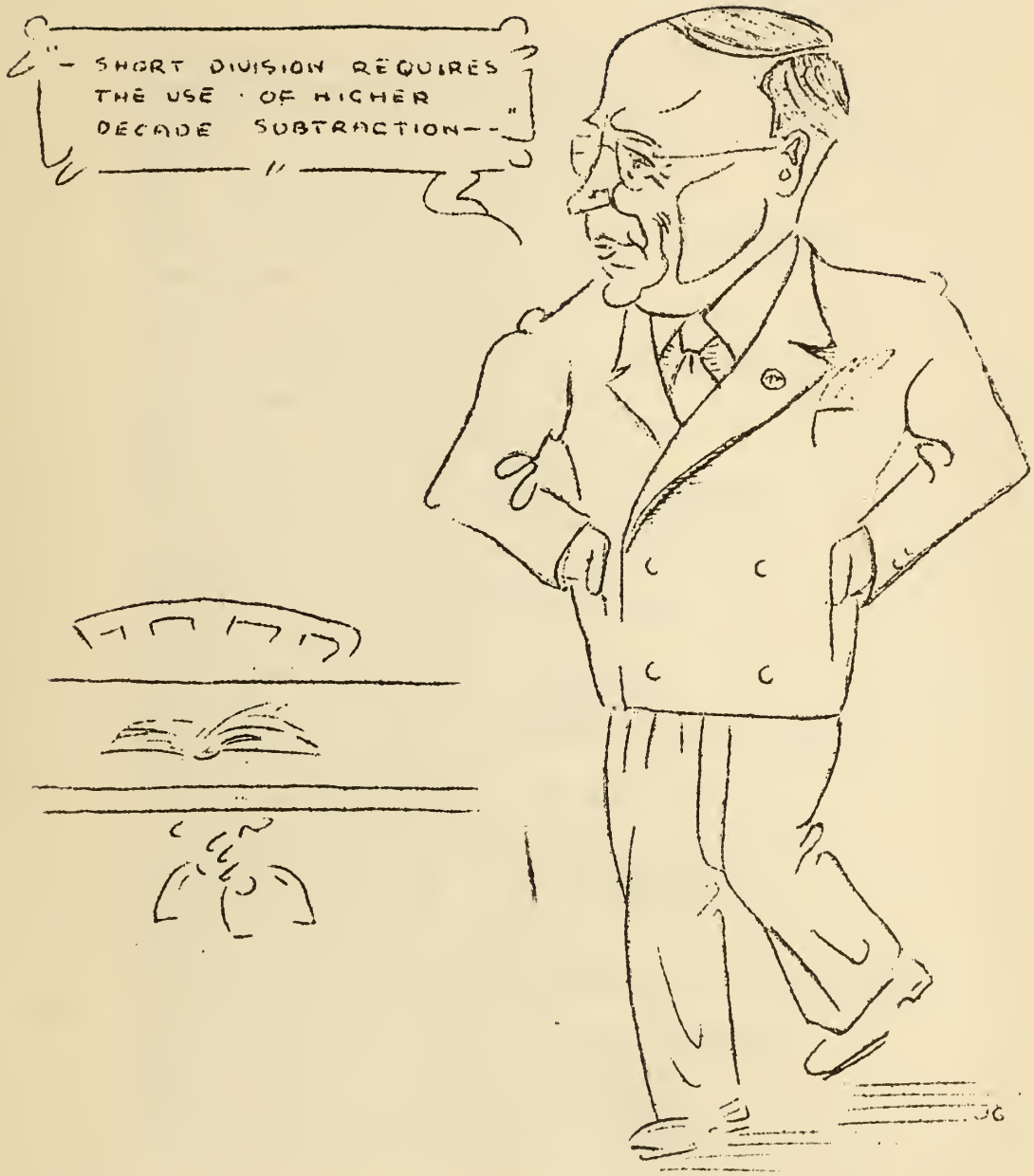
We have endeavoured in bringing you these Friday afternoon programmes, to give some of the talent of the student body an opportunity to present itself in an enjoyable and entertaining manner, and trust we have, in some measure, been successful.

- Edmund McGlenen.

A WORD OF WELCOME

To our visitors from the Prairies the staff of the Anecho, on behalf of the members of the Student Body, extends a most cordial welcome. We sincerely hope that during your stay here you will make many new friendships, and, with that thought uppermost in our minds, we wish you the best of success with your "Refresher" Course.

- Gilbert May.


"- SHORT DIVISION REQUIRES THE USE OF HIGHER DECADE SUBTRACTION--"

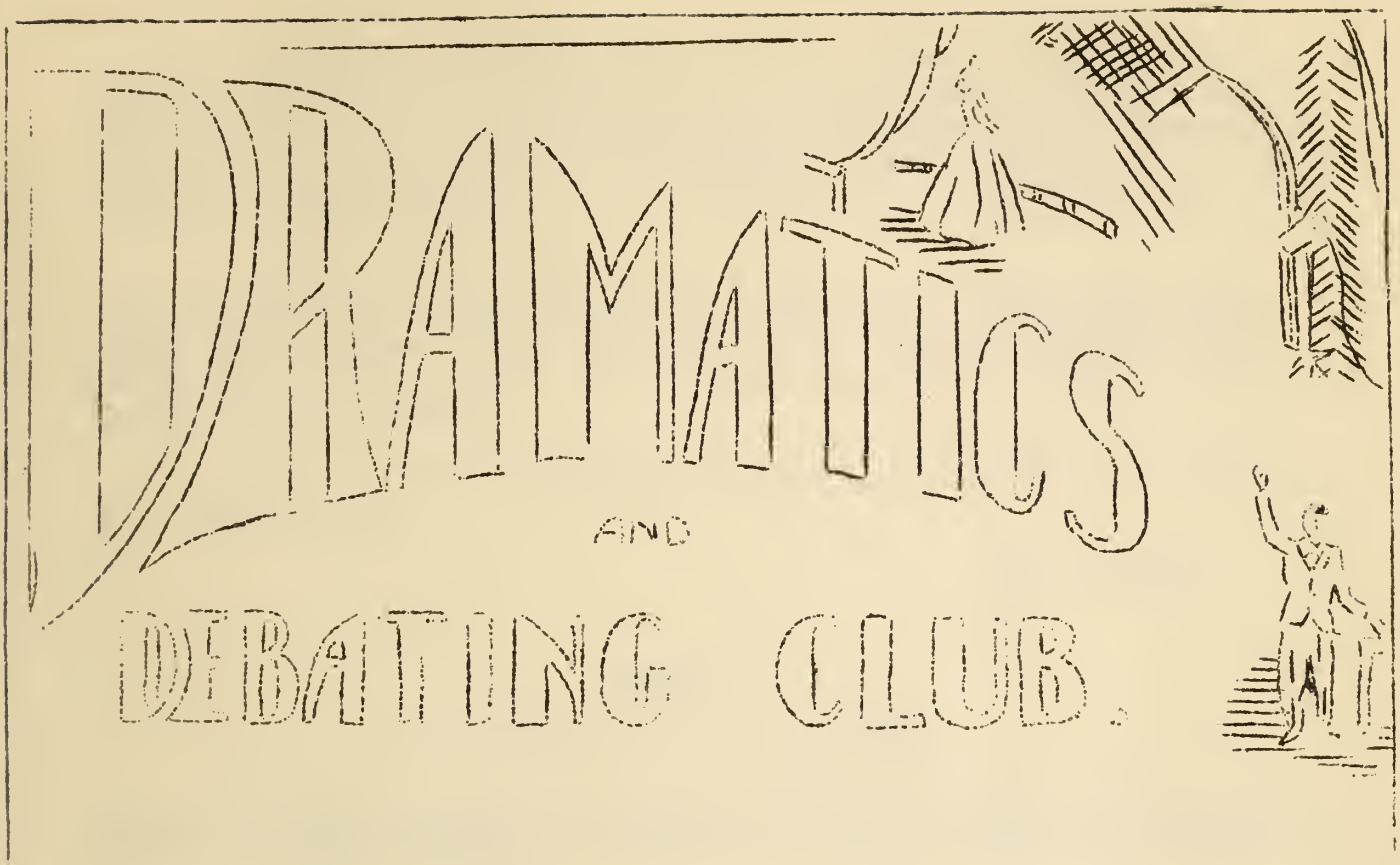
THE LISTENERS

(With Apologies to Walter de La Mare)

"Who knows the answer?" asked Mr. Campbell,
Standing near the classroom door;
While the students in silence admired his glasses
And his feet upon the floor;
Not a hand flew up in the airy space,
Above its owner's head;
And he asked the question again a second time;
"Who knows the answer?" he said.
But no one replied to the teacher;
No eyes expressed any care,
As they gazed and looked at his countenance,
No cortical thinking was there!
But only a host of sleepy listerers
Who formed the dreamy Class B,
Sat listening in the quiet of the morning
To subtraction taught in Grade Three.
Not a soul showed any enthusiasm to learn,
But gazed out to the empty hall,
Barely aware they should be aroused
By the anxious teacher's call.
Mr. Campbell felt their inertness,
Heard the hush upon the room fall,
While his head shook, showing his utter despair
Of a class beyond recall.
For he suddenly smote on the desk, even
Louder and lifted his head:--
"I never can tell by the look on your face
Whether you know it or not," he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the stillness of the classroom
From the one man left awake:
Ay, they heard his voice in the distance,
And the sound of ire it contained,
But - Maths. is no natural instinct,
So the Scotsman could not be blamed!

- Mary Horrigan

Marie Irving.



At the first meeting of the Literary Society the officers and Class Representatives of the Dramatic and Debating Section were elected as follows:--

President . . . . . Mr. Alan Emmott
Vice-President . Mr. David Franklin
Secretary . . . . Miss Alice Knowles

Representatives:

Class A . . . . . Miss Eleanor Clark
Class B . . . . Miss Virginia Naftel
Class C . . . . . Mr. Jack MacFadden

To date the activities of the Club have been rather limited, possibly due to the military training program which has prevented the men from participating, to any extent, after classes.

However, play-reading and discussion meetings were held and the talents of all those interested in dramatics were learned.

Later in the year two short skits, "The Dangerous Dan McGrew"- directed by Bert Farley and "Old Moore's Almanac" - directed by David Franklin, were given at a meeting of the Literary Society.

Originally scheduled to match wits in debate with the Vancouver Normal School, we were disappointed when the latter found themselves unable to make arrangements for the date agreed upon. But unwilling to forego this opportunity for a fiery battle, four members of Class C decided to hold the debate as a School function. The two teams gave an excellent showing and recieved favourable comment.

Despite the comparatively few presentations by the Club in 1940, we have already made a good start in 1941. Two plays, "That Thursday Evening," by Christopher Morley, and "The Theatre," by H.T. Rubinstein, directed by Mr. Don Nelson and Mr. David Franklin respectively, are to be presented in the near future.

We are looking forward enthusiastically to both these and others of a similar nature.

- David Franklin.

DRAMA

By the Students, for the Students

The first co-operative dramatic effort of the Fall season was set in motion by David Franklin, who undertook to direct a histrionic mystery entitled, "Old Moore's Almanac".

Betty Lindsay, as Lady Dullas Ditchwater, set the pace for the whole play. Mr. Franklin, co-starring as Sir John Ditchwater, followed the lead with a dexterity that bespeaks long experience. Judicious casting placed Ellen Purves in the role of villain, Marjorie Carter, in the role of a glamorous ingenue, and Eugene Maglio as the weedy youth, Algeron.

"Dangerous Dan McGrew," produced by Bert Farley, at the suggestion of Kathleen Hayes, was presented with a shuddering realism of technique. Rehearsals of this play were enjoyed as much as the performance thereof.

Gilbert May was a charming Lulu, displaying a depth of maternal tenderness that ought to be no inconsiderable asset in his teaching practice.

A supporting cast of bar-flies, disquised beyond recognition, lent an air of mystery to the scene. These, upon closer scrutiny, were found to be Jack MacFadden, Donald Nelson, Edmund Frey, and James Bourdon.

Ernest Ball, in the somewhat incongruous role of bartender, rose to new heights to dominate Dan McGrew's "Crossing the Bar".

The stern masculinity of Raymond Warburton as "Dangerous Dan" and John Gowans as a "miscellaneous miner" seemed to be in keeping with the general impression desired.

ROMEO AND JULIET

An abridged rendition of "Romeo and Juliet" presented before the Literary Society on January 24th, was inconspicuous from an educational point of view, but for sheer entertainment value was most noteworthy.

Mary Horrigan and Dolly Irving did a model job of directing and their production ran off with gratifying smoothness.

Eugene Maglio gave an extremely delightful interpretation of the modern Juliet, while the role of the amorous Romeo was ably carried by John Gowans. Their uproarious duet to the tune of "Long, Long Ago" was a fitting conclusion to a successful effort.

-----oooOooo-----

THE SCENE FROM A NORMAL WINDOW

Below us stretch the pleasant rolling plains
Rows of placid houses, white glistening sills
A wide silver ribbon lies the highway to our sight.

In the distance, the rolling billows and the tossing main
Are guarded by the proud and snowy hills
Towering high in majesty and might.

And near us, smooth grasses, watered by the rains
Roses - beauty - the soul with pleasure thrills
To see the dewdrops sparkling in the light.

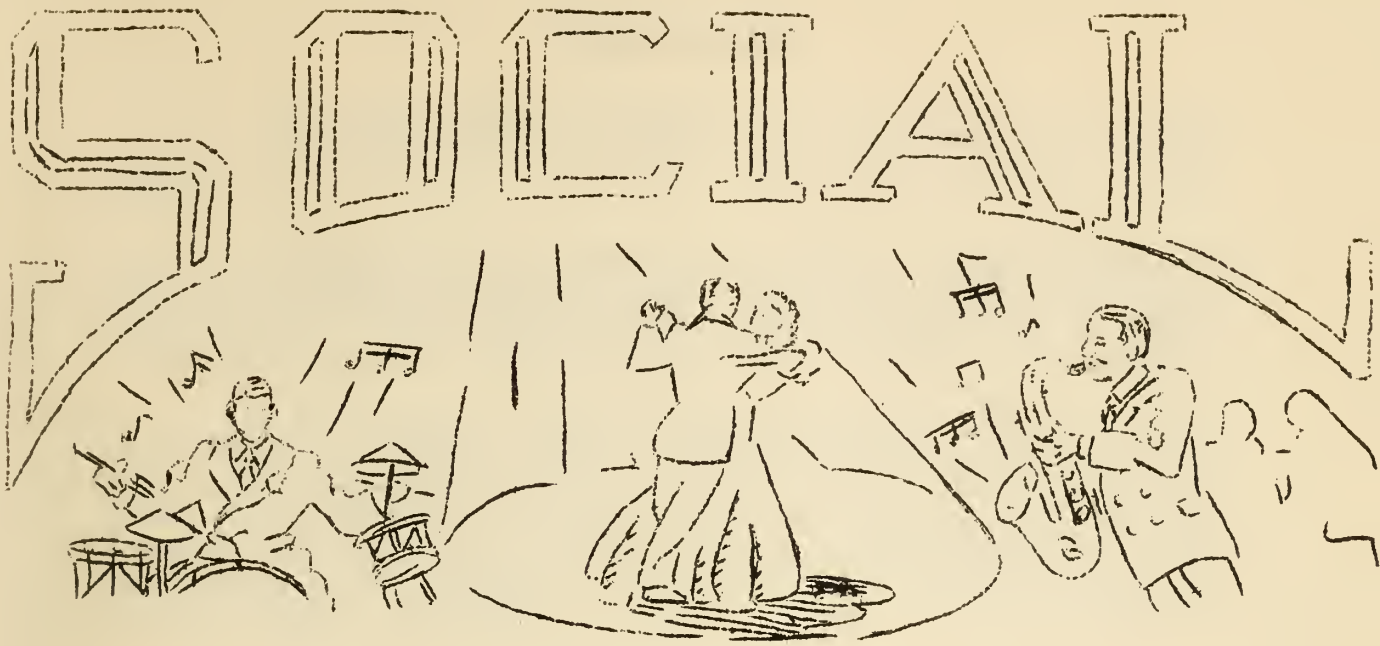
- Grace McMurray.

FROM MY WINDOW

Children on the sands of time
Children's footsteps, children's voices,
Laughing, dancing, for one moment.
As they wander
Over grass, over sleet
They will not fear
The crush of death
With tiny hands
Upstretched to God.

- Kathleen Hayes.


"-- WHILST ONE DEEMS
IT NECESSARY TO
START FROM HERE --"
CORNWALL



The Social Committee, under the leadership of Miss Marjorie Carter as General Convener, held three outstandingly successful social events during the pre-Christmas term. Invaluable assistance was given by the other members of the Committee, which was composed of representatives from Classes A, B. and C. These members were Miss Margaret Irvine, Miss Margaret McMahon, and Mr. Albert Farley. The Committee had its first opportunity to demonstrate what can be done by co-operation, at the Beach Party held on the afternoon and evening of September 20th at Willows Beach. The affair was pronounced a great success and was thoroughly enjoyed by everybody present.

The second social "get-together" was in the nature of an informal party. An Invitation and Programme Committee was formed in conjunction with a Decorating Committee and a Refreshment Committee. Games and dancing were the order of the evening, the guests being the members of the Staff and friends of the student body. Judging by the remarks that were heard, there was no doubt as to the success of the party.

The last social event before Christmas was a formal dance held on Friday evening, October 25th. Arrangements for the dance were made in the same manner as were those of the party. The auditorium was gay with Hallowe'en decorations and Mr. Albert Zala's orchestra supplied the music for the dancing enthusiasts.

The Committee would like to offer its sincere thanks to Mrs. Murphy and Mr. Gough for their kind co-operation in all these events which have added to the happiness of the student body and generally enlivened the past term.

- Marjorie Carter

THE BEACH PARTY

The Willows Beach, on September 20th, provided the setting for our first social affair of the season, which took the form of a beach party.

The picnic acted primarily as a means of acquainting the students more intimately with one another, under the friendly atmosphere of a beach party. And so, equipped with a cup and saucer, plus a substantial lunch, we left the Normal School at two o'clock Friday afternoon.

A well-organized sports programme occupied the afternoon for the majority of students, while some amused themselves looking for seashells, and skipping stones from the beach. Three especially strong-bodied people braved the coldness of the sea and spent their afternoon swimming. By five o'clock, we had worked up a hearty appetite and, gathering together we sat down to a feast of coffee, hot dogs (onions optional), cake and sandwiches.

When the last crumbs disappeared, the boys collected and assembled logs and sticks for a huge bonfire, which is really the highlight of all beach parties. The only drawback, however, is how to keep your cheeks from burning and your back from freezing at the same time.

As soon as the bonfire started to crackle, we began the evening with entertainment from the various classes. Class B started the ball rolling with a comedy skit, "The Gathering of the Nuts," directed by our versatile Mary Horrigan. Miss K. Morrison and Miss M. La Forge harmonized very nicely two songs for us. Class A sponsored the Professor Quiz Programme, the silver dollars going to Class B. The Class entertainment was climaxed when the boys Class miraculously produced a fine orchestra, and rendered some fine melodies, even though cazoos were the main instruments.

A bonfire and community singing seem to go hand in hand, and we find the latter part of the evening occupied with a lively sing-song directed by Mr. Franklin, with music by Mr. Hamilton. Dr. Anderson's spirited manner in directing both the faculty and students in "Alouette" was a forerunner to many humorous anecdotes related by members of the Staff, and which were in turn very much enjoyed by the students.

The shades of evening gradually grew on, and finally our first social affair was brought to a fitting close with the strains of a "Perfect Day" lingering in our memory.

"For memory has painted this perfect day
With colors that never fade;
And we find at the end of a perfect day,
The soul of a friend we've made."

- Margaret McMahon.

OUR FIRST INFORMAL PARTY

On the evening of October 4th, the Normal School staged a Get-together Party. Guests and students were divided into five groups, called respectively - the Gas House Gang, the Loons, the Kids, the Music Makers, and the Skunks. Each group had a designating badge.

By 8:30 p.m., the contest between the above-mentioned groups began, and competition waged fierce and strong throughout the fine games, with the Kids emerging the winners of the coveted first prize - a large bottle of sparkling water.

Dancing was then enjoyed until a sustaining buffet supper of "donuts" and coffee was served. The student body was much honoured by the presence of many of the teaching staff and their wives. The party was voted a great success by one and all.

- Margaret Irvine.

THE FORMAL DANCE

The last social event held by the Normal School before Christmas was a formal dance on Friday, October 25th. The evening proved a great success largely as a result of the fine work done by the committees, under the supervision of Mrs. Murphy. The decorations, arranged by a committee under Miss Johnson, were carried out in the Hallowe'en motif and they really were effective. The committee under Miss Lindsay was responsible for arranging the programme. The refreshments, the bright spot in any social evening, were served upstairs by a committee under the adequate direction of Miss Irving.

Music for the evening was supplied by Bert Zala and a 3-piece orchestra. The music was specially arranged to suit the tastes of all dancers, and proved a definite success.

Most of the people present agreed that it was one of the finest dances the Normal School had ever held.

- Albert Farley.

-----oooOooo-----

Many old Naval customs are said to be popular in the Air Force. But not, of course, dropping the pilot.

INFORMAL PARTY

On Friday, January 17th, the Normal School auditorium was the scene of a gay party. Under the auspices of Class A, the refreshment and games committees were capably supervised by Miss Katherine McRae and Miss Dorothy Duncan respectively, kindly assisted by Mrs. Murphy. Dancing concluded a successful evening, music being supplied by a four-piece band.

---------- - Gilbert May.

WHAT A SITUATION

(The following excerpts, culled from the colorful Class C annals of practice teaching in the primary grades, are authentic.)

E. Frey, directing an Indian Play in Grade 3: "Now, Johnnie, I want you to come in and say - 'We have outwitted the enemy. Prepare a big feast.'"

Johnnie, rushing madly into the scene: "We have outwitted the enemy. Let's eat!"

D. Nelson, bravely tackling a unit on foods in Grade I: "Why should we eat porridge in the morning for breakfast?"

Margery, after due consideration: "Because porridge is the stuff of life."

J. MacFadden, while teaching a Grade I Science Unit on the uses of farm animals, blissfully imparted to a cluster of dumbfounded children the following gem of information: "Ham comes from cows."

B. Farley, in reply to a question about trees, announced in sepulchral tones to an innocent Grade 2 Class: "Pine cones come from fir trees."

- Gilbert May.


"— A FUNCTIONAL UNDERSTANDING FOR THE LITTLE PEOPLE —"

GIRLS' BASKETBALL

This year the girls have divided into four teams for inter-class games. The captains of these teams are:--

A_1	-	Eileen Price
A_2	-	Joan Matthews
B_1	-	Marjorie Thatcher
B_2	-	Blanche Paul

In both classes there were a number of girls who are new to the game, and so the teams were uneven. In spite of this, they all put up a good fight.

The sportlight shone brightly on team A_1, which won every game played. Such a victory must be accompanied by good sportsmanship and fair play, both of which were in evidence during all games. There are many players on team A_1 who have played before, and these girls aided greatly in bringing success to the team. But no team could win games without a good supporting line. They came out to practices, and at all times supported their team. Marion English proved herself a splendid guard, and three excellent forwards are Joan Markwick, Catherine McRae, and Eileen Price.

In B Class the winning team was Blanche Paul's, which lost only one game - to A_1. Two outstanding forwards are Edith Walkem and Margaret Huscroft, who always managed to "get in there" when another point was most needed. A newcomer to the game is Gloria John, who shows great promise of becoming a good guard.

The girls of A_2 team were very enthusiastic and hope for more play this term. They emerged victorious from their game with B_1, but were downed by teams A_1 and B_2 -- going down fighting. Another newcomer, Peggy Sedgman, has already shown signs of becoming a promising player. Darlene Jickling and Ellen Purves played good defense, while Winona Bennett, Alice Knowles, and Joan Matthews were top scorers.

Team B_1 has played teams B_2, A_1, and A_2, but lost all games. However, the difference between the scores diminshed regularly, and the last game was very close. Violet McKenzie is the only one who has done team work before; Lilian Johnson, Grace McMurray, and Marjorie Thatcher have played very little, and the other members have never played before. At the present time Lilian Johnson and Mildred Buzan show promise as guards, and Laura Bulkot and Joan McDonald, as forwards. Lack of teamwork is the greatest drawback at the present stage.

There have been no outside games as yet. Victoria College challenged us before Christmas, but it was decided to put off the game until later. A team of the best players is being chosen now, and we hope that there will be a fast and furious game between the girls of the two schools before long.

- Kathleen Morrison.

BOYS' SPORTS

The boys' athletic activities this year have been seriously hampered by two unavoidable factors, the compulsory military training, and the scarcity of males. Despite these drawbacks the boys have carried on nobly.

BASKETBALL

Coast-Interior Game -

Early in October the boys from the Interior challenged the Coast boys to a game of basketball. The game was played in the School gymnasium and from the first whistle the Interiors took the lead and were never again headed. A large number of Nelson fans were on hand to cheer the Interiors, led to victory by that self-styled comedian, Gilbert May. The score, 33-8, did not quite indicate the play. The Interior quintette were better on

their shots, but the Coast squad showed several brilliant passing plays.

The School League -

After the Coast-Interior game, it was decided that a School League should be formed. Three teams were organized and each team played two games. As a result of the pressure exerted by the military training, the league had to be abandoned. Practice games are being continued, however, to whip a team into shape to play outside games.

Outside Games -

After some difficulty a basketball league has been formed between Oak Bay High, Victoria College and the Normal School. The first game of the league will be played on Wednesday, January 29th, at the Victoria High School gymnasium, between the College and the Normal School. The other games will be played either at the Normal School, the Sports Centre, or the Victoria High School. If arrangements can be completed, a cup will be presented to the winning team in this league.

Oak Bay vs. Normal -

The Normal School played its first outside game of the season on Thursday, January 23rd, against Oak Bay High School. A large crowd of Normal fans was in attendance to see their team go down to a 26-22 defeat. After a one-sided first half, the Normal squad came back fighting to outscore their opponents in the second session. High scores for the visiting team were Bostock and Wright, each with eight points. Gilbert May turned in a sterling performance for the Normal, scoring eight points. Mr. D.H. Hartness, principal of Oak Bay High School, refereed the game.

Line-ups -

Oak Bay - Wright (8) Bostock (8) Towell (4)
Woodhouse, Hetherington (2) Walker (4)
Total - 26.

Normal - Warburton (4) Bourdon (6) McGlenen,
Gowans (2) Maglio (2) May (8)
MacFadden and Frey.
Total - 22.

- Raymond Warburton.

-----oooOooo-----

"Amassing a fortune" declares a financier, "is largely a matter of pluck." And especially of choosing the right people to pluck.

TABLE TENNIS

Table Tennis has again captured a major portion of the limelight in the P.N.S. sporting circles, all four tables in the table tennis room being in constant use. Appointed to the helm by the Athletic Society, Raymond Warburton organized an American style tournament in which the entire student body participated. So great was the response that the elimination series, punctuated by two weeks of teaching practice, examinations, and the Christmas holidays, extended across the entire five months.

Another highlight in the "pill swatters" domain is the formation of a table tennis school headed by "Professor" Frey, who unanimously elected himself to the post of instructor. Needless to relate, utter confusion reigned when many of the so-called pupils soundly thrashed their somewhat bewildered instructor. However, it is learned on good authority that the "Professor" is grimly determined to remain at his post, despite the many dire threats cast in his direction, and to continue to impart his highly questionable celluloid erudition to all concerned. We wish him the best of success.

On Wednesday, January 23rd, the Athletic Society sponsored several exhibition matches in the Normal School table tennis room, which brought together four of Victoria's outstanding exponents of the game:-- Bill Cotton, Victor Tully, Bill Cave-Brown-Cave, and Ab Renfrew.

THE BADMINTON CLUB

The Badminton Club, under the supervision of Albert Farley, working in co-operation with John Gowans, President of the School Athletic Society, got away to a successful start during 1940. Through the efforts of Mr. English, four new racquets and a new net were bought for the Club and those members not fortunate enough to have their own racquets were able to play. If the system now in effect - that of renting the racquets at 25¢ for the season - receives enough support to make it pay, then more racquets may be bought.

Although there are several students who play badminton regularly, there are still a few who, though they have signed their names to play, have not yet done so. We would like these people to get into practice as soon as possible so that tournament games may be arranged. If you cannot play, do not despair, there is always someone around who will gladly hold forth upon the finer points of the game. (The days of chivalry are not over.) Remember, you can play in the gymnasium any time when it is not being used for basketball, and in the ping-pong room when there is no one playing. So get in that practice as soon as possible - you might win the tournament!

- A. Farley.

BOXING

The manly art of self defense has been added to the boys' Physical Education classes. Under the able tutelage of Sergeant Pocock, the boys have been practising straight lefts, jabs, overhand rights and hooks.

A few weeks ago a budding manager in the form of Alan Emmott and a trainer, Eugene Maglio, appeared in the gymnasium with water bucket and towels in hand to look after the pugilists. Their assistance, however, was not needed as the boys were only shadow boxing.

- James Bourdon.

MILITARY NEWS

S-q-u-a-d Atten-tion! With that crisp command shattering the impressive tranquillity surrounding the Provincial Normal School, sixteen young men snap smartly to attention - eyes front, shoulders back, hands slightly clenched and glued behind the seams of the trousers.

Canada is at war! Canada must prepare! Ringing across the country, speed these tocsins, their very echoes impinging on every aspect of life in our democracy. And so, for a portion of each day, sixteen students, like countless thousands elsewhere, replace their pens with rifles, answering the resounding warnings with hearty cries of - Canada is ready!

For the first time in the history of the Normal School, military training has been introduced, anticipating the growing need for cadet instructors in schools during wartime. Instructed by Sergeant Pocock, the squad drills approximately eight hours a week.

To date, the squad has been visited by a photographer from the Daily Colonist, and has been inspected by Major Critchley, who commented highly on the showing of the squad.

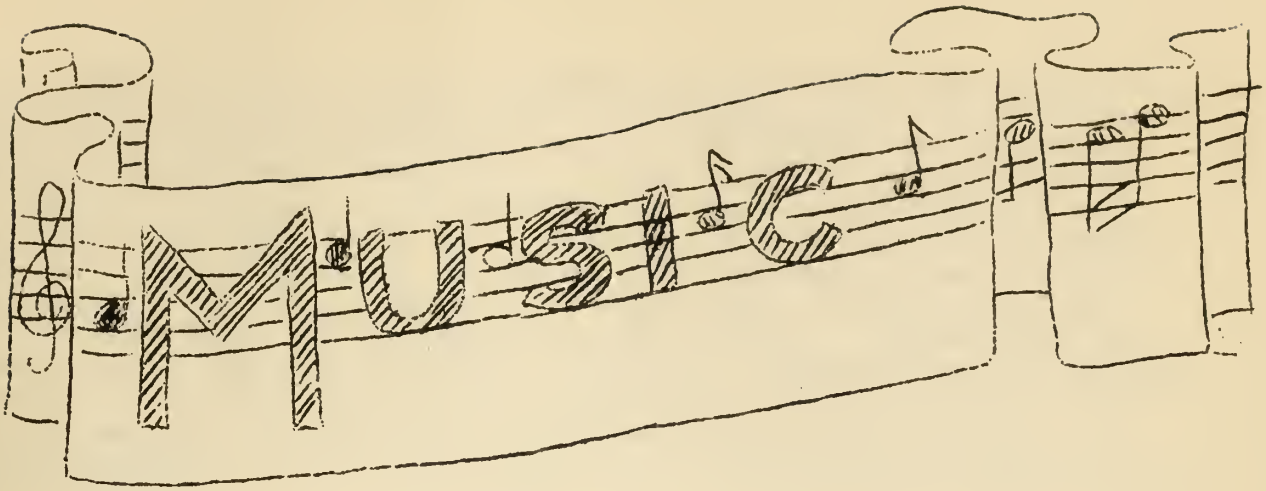
In conclusion, I should like to add:-- "Keep up the good work, fellows."

- Gilbert May.

-----oooOooo-----

An apple a day keeps the doctor away -- but
for real peace, try an onion.


-OH WHO WILL O'ER
THE DOWNS SO FREE-



We are indeed fortunate, this year, in having with us such a talented group of musicians in the School. Under the guiding hand of Mr. Wickett, many hitherto "silent partners" have blossomed forth in songs they never knew they could sing (and with voices we never knew they had!). The fledgling Men's Glee Club, conducted by Edmund McGlenen, is the latest manifestation of the School's interest in vocal music.

Last fall there was much talk about the formation of an orchestra to play for the Literary Meetings and other functions. Unfortunately, nothing came of this talk, but the rumour still persists. If there are any instrumental groups at the present time hiding on the premises, let them come forth now and oblige this reporter. We can certainly do with their services.

To Mr. Wickett we are indebted for the many fine musical selections heard daily at the morning exercises. We feel that this is a most valuable addition to the school program. It has often been suggested that some representative works of the modern school be presented from time to time, and in this connection we take note of Class C's agitation for the "Grand Canyon Suite". Is there any possibility of our obtaining this, Mr. Wickett?

In response to a question on the music examination, regarding our favorite selection, a large number of the students chose "Finlandia" by Sibelius, while a mysterious little melody called, "Happy Faces" received the loyal support of one up and coming teacher.

The fall term closing exercises were supplemented by Christmas carols by the Student Body, and songs by the Primary Class of the Model School, conducted by Miss James.

We would like to extend our thanks to Miss Patricia Tapay, who has so ably filled the role of School pianist during this term. Also under the the "extending thanks to" department comes Edmund McGlenen, for his vigorous rendition of Paderewski's "Minuet"; the Girls' Glee Club, who serenaded us last term with "Juanita"; Alan Emmott for his surrealistic conducting and profound admiration for "Danny Boy"; Gwenyth Homewood and Company, who twice entertained us with "The King's Breakfast" (not forgetting a Cow, which produced milk and butter at odd moments); Margaret Jupp, who played the top half of a duet (which also involved this reporter); and Gilbert May, the Normal School's confirmed jitterbug. The roster of musicians and entertainers in the School is long, and space does not permit the inclusion of all. It would be unnecessary to add that the 1941 term will eclipse last year's in musical activity, so I will merely remind you to keep yourselves tuned in to enjoy yourselves.

- Donald Nelson.

THE CULTURAL CONTRIBUTION OF RADIO

Although most thinking people now realize that the radio has become an important factor in the dissemination of culture, it is doubtful whether many appreciate to the full how broad is the scope of the present-day radio service. There are people who point scornfully to the highly emotional melodrama, the unending serial, with its breath-taking climaxes and pseudo-philosophical sentimentality, and to the discordant wailings of would-be vocalists, as though these were the criteria of current broadcasting.

A brief survey of regular weekly programmes (without even considering the many splendid recordings) is enough to show how narrow such a view really is. For the sake of brevity, three types alone may be used to illustrate this point. . . . these are music, drama, and the intelligent analysis of the news.

Probably radio's greatest cultural contribution is in the realm of music, and every week there is a wealth of musical programmes. There are seven symphony orchestras: The N.B.C. Symphony Orchestra, with Arturo Toscanini - the New York Philharmonic Orchestra - the Rochester Civic Orchestra - the Montreal Symphony Orchestra - the Vancouver Symphony Orchestra - the Toronto Symphony Orchestra, and the Standard Symphony Orchestra. In addition to these, there are the Metropolitan Opera, the Metropolitan Opera Auditions of the Air, the Ford Sunday Evening Hour, the Tabernacle Choir and Organ from Salt Lake City, Clement Q. Williams, Australian baritone, Choristers and Strings, Singing Strings, Immortal Music, Golden Treasury of Song, New Friends of Music, the Music Appreciation Hour conducted by Dr. Walter Damrosch, to mention only a few of the weekly radio programmes. When it is realized that these present the world's greatest music

interpreted by world-renowned musicians, it should be obvious to all that every owner of a radio has, literally, at his beck and call the very cream of man's musical heritage.

Drama is also well represented. Each week may be heard the Helen Hayes Theatre, the Lux Radio Theatre, the Campbell Playhouse, the Silver Theatre, Everyman's Theatre and the Canadian Theatre of the Air. The technique of radio drama, a comparatively recent form, has been constantly improved with the realization of the tremendous unexplored possibilities of this medium of expression. Plays which would be enjoyed at very rare intervals by the average man, were it not for radio, may be heard almost every day.

The intelligent analysis of current news has received an increasing amount of attention during the last few years. At present, not a day passes on which a news commentator, a round-table discussion or a forum does not attempt to interpret to an interested audience the significant events of the moment. Among the commentators, H.V. Kaltenborn, Raymond Gram Swing and Dr. H.L. Stewart are widely acclaimed; of the open discussions, probably the Town Meeting of the Air is generally acknowledged the best; Ahead of the Headlines, broadcasts from the radio networks' own correspondents in European capitals and the University of Chicago Round Table Discussions are all features of exceptional merit.

This brief, and by no means comprehensive view of the week's programmes should be enough, without further comment, to satisfy anyone that the cultural contribution of radio has added and is adding immeasurably to the fullness of modern life.

- Winona Bennett.

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During the last practice teaching period, Gilbert May was annoyed by the conduct of a certain boy in the class he was teaching. At last, finding the culprit giggling for no apparent reason, he cried indignantly, "Now then, Billy, what are you laughing at? Are you laughing at me?"

"No, sir," replied the astonished boy.

"Then I don't see what else there is to laugh at," came the reply.

FROM ONE NORMAL SCHOOL STUDENT TO ANOTHER; FROM ONE TEACHER TO ANOTHER.

Having recently attended a performance of "Hudson's Bay", starring Paul Muni as Radisson, I was much impressed by the philosophy of this adventurer, trader and trapper - this man little in stature, but great in understanding.

It was with words to this effect that he calmed the impetuousity of his excited companion, Lord Crewe, who gazed for the first time on the grandeur of Hudson's Bay.

"Whenever there is something big and beautiful you must not rush in and take it for yourself with these," he explained, glancing scornfully at his two hands, "first you must take it with this,"(motioning lightly to Crewe's heart).

By this he meant that before you can undertake anything successfully, you must have your heart in it; you must work from a basis of magnanimity and unselfishness.

It is thus with all things - with life, and, yes, with teaching.

It may be, as we near the completion of our Normal School training, that the word "teach" may become so narrowed and limited in its meaning for us that we automatically associate it with merely "teaching school" and all methodology connected therewith, if, indeed, to us it ever had any other connotation.

Yet there is, there must be a broader implication. We find, upon closer observation, that the whole game of life is but a process of learning and teaching, of educating. Never, then, let us hold the view that our responsibility in the transmission of culture is confined to classroom instruction. Let us try to be a teacher, and that, in the broadest sense of the word, at all times; in and out of the class, whether occupied or not in our profession. Let us emulate the standards of the greatest teachers of past time: Shri Krishna, Confucius, Bhudda, Pythagoras, Socrates, Lincoln, Jesus. These men taught for the sake of teaching, to turn the eyes of those they taught to greater concepts. They had a vision and they taught this vision through their hearts.

But why this eulogy to teaching? Simply to say that upon your attitude to teaching, upon the disposition of your heart in this matter depends success in every detail from the minutiae of life even to the attitude of the last child in your class. So endeavour to take what you want, with your heart first; to start from the right basis to establish the right attitude. You will then do the right thing the right way and you will do it well.

- David Franklin.

CHEESE AND CRACKER FUGUE

(Blank verse by a blanker mind)

As splendour falls on castle walls
And grassy slopes so old in story;
The bright light shakes on Lady Sally
As she jumps from out her carriage,
B.C.'s creeping product, number ten.
Up, up she daintily doth trip
O'er stony paths; then hesitates
Before the portal of ye olde Provincial Normal.

"Faint not, fair heart, we wlecome you
To these hallowed halls of learning.
But come inside and you will find
Many treasures -- mental, physical and musical."
As Sally still doth hesitate -- one cries,
"It's a matter of glands and the flow of adrenalin".
"No, no, girls are such funny things," quoth another.
"Come, come we're wasting time!"

At last, she hesitates no longer,
But steps inside to be orientated --
The cards are stacked -- Hockett and Jacobsen.
All in a whirl she passes through
The resplendent throng of learned lords and ladies.
Her bewildered mind catches snatches of
Learning the Three R's -- readiness for reading,
The principle of three -- preparation, interest,
And self-activity. Pupil participation,
Habits and skills, attitudes and appreciations,
Knowledge and information -- not forgetting
The Laws of Readiness, Exercise and Effect.

"I believe and do sincerely recommend
A minimum of effort for a maximum of return
Is the goal that you should seek!" --
"Whilst one could do it that way, but whereas,
And yet, one is not certain, it might be
Just as well that one does not!" ---
"You will be graded according to
The letters of the alphabet; A, B, C, D, and E!"---

Finally she drifts into the auditorium.
And lo, before her very eyes doth float
A diaphragm and articulatory organs,
With no conscious effort in between!
Five billion neurons snap within
Poor Sally's brain -- "help, help!" she cries. --
Dull on her ears falls the thud
Of Sergeant Poppingcork's drilling court-yard squad.

Oh, will no one save this fair wench?
Must she perish in the fray?
Hark, hark! --- the hero comes ---
'Tis the trustee of Popplehill!
"O hark, O hear! how thin and clear,
And thinner, clearer, farther going!
O sweet and far from cliff and scar
The horns of Elfland faintly blowing!"

- D. Jean Prowse.

THE TORCHBEARERS

Reminiscing over the highlights of our first term at Normal School with the aid of my diary, I am certain that one of the most memorable evenings spent was that evening in October when we had the pleasure of attending at the Empress Hotel, under the asupices of the National Council of Education, a public address by the eminent British poet, Alfred Noyes.

Dr. Noyes chose for the heading of his lecture "The Torchbearers", one of his most recent works, while in his address it symbolized the inscrutable spirit of the life which carries on the flame from one generation to another. Around this title he built the philosophy dominating his whole lecture, namely, that the progress of mankind is dependent upon the recognition of the principles of right and wrong and a faith founded in religion and God. Dr. Noyes likened his philosophy to those of the great writers, Shakespeare, Milton, Wordsworth, Browning and Tennyson, while on the other hand he contrasted it with the perverted and pestiferous pseudo-moderns and pseudo-intellectuals who deride all ethical standards in literature and who are in reality our most subtle fifth-columnists.

Dr. Noyes considers much of the present world chaos and also Hitler's rise to power as a direct result of disconcerted thinking in ethics, morals, art and literature.

The speaker went on to say that Canadians have a wonderful opportunity, through the medium of writing, to aid in the reconstruction of a post-war world. "If we remember, we shall win the war," said Dr. Noyes, "if we forget, we are doomed. Canadians can do more than England at present, to bring the Cross back to Europe."

Dr. Noyes captivated the interest of his audience for two hours, as he interspersed the main theme of his address with a prolific variety of illustrations and quotations from his poetry, which, in turn, he then explained in more detail.

The first of his poems which he quoted was the charming lyric, "The Old Gray Squirrel," given as the example of the order and rhythm in metre used by poets from the days of Homer, two thousand years ago.

The second poem which he quoted and which was perhaps more familiar to students was "The Admiral's Ghost" - the Devon legend that Nelson, the hero of the Battle of Trafalgar, was the re-incarnation of the old British sea-dog, Sir Francis Drake, who, on his death-bed requested that his drum be taken to England and beaten when danger was imminent. This piece was followed by "The Barrel Organ" - one of his most exquisite poems, in my estimation. I wonder how many students veritably sat on the edge of their chairs as he quoted:--

"Come down to Kew in lilac-time, in lilac-time, in lilac-time;
Come down to Kew in lilac-time; (it isn't far from London!)
And you shall wander hand in hand with love in summer's wonderland;
Come down to Kew in lilac-time; (it isn't far from London!)

The next poem "The New Duckling" the speaker compared to Shakespeare's "Love's Not Times Fool" in that both poems draw a distinction between the worthwhile things of life and those of little value as represented by the works of the pseudo-moderns.

To climax and conclude his lecture on "The Torchbearers," Dr. Noyes held his audience spellbound as he recited perhaps his most unforgettable and best-loved poem, "The Highwayman". To say that you could hear the proverbial pin drop, is to put it mildly.

Indeed, it was a grand experience for students to have this opportunity of seeing and hearing in person this beloved poet. Somehow the poems become more vital and significant when the author who created them stands before his audience and reads each word as though it were a tiny pearl adding its lustre to the complete and dazzling radiance.

- Margaret McMahon.

EDUCATION AND ECONOMICS

Since our early school days the trend of educational practice has been towards a greater compatibility with the life situation, and utilization of the child's interest has been the keynote. The fact that the classroom of to-day is succeeding in fostering more congenial relationships both between teacher and children, and also among the children, themselves, speaks for the value of the movement.

Let us not, however, neglect the role played by the economic system. There has been for some years an apparent need of doing something more to fill in the hiatus between the communal life of the people as at present shaped by the economic factors, and the logical learning situation in school.

Undoubtedly environment has a tremendous effect on the child's educative life; and environment is conditioned and in some cases almost revolutionized by the economic situation. Children from families who feel the pressure of poverty grow up lacking in the experiences that only good books, necessary home appurtenances, and an atmosphere of solid comfort can give them. Poorly equipped homes, and there are such in every city and town in British Columbia as well as elsewhere, foster an air of defeatism.

Obviously something is wrong somewhere. Considering the analyses of educational practice undertaken in the past years, we feel reasonably sure that the whole answer is not to be found in the assumption that the schools have been inadequate. Even granting that the school of to-day is better able to produce a socially integrated personality, our economic system still forms a serious barrier to success. What is being done to investigate this economic system, to find where it fails and how these failings can be remedied.

Here are some striking absurdities. The child's competitive spirit is directed along channels which emphasize bettering his own achievements rather than those of others. But when the child matures and goes out into life he finds a competition which is essentially a fight "tooth and nail" to outdo the other fellow. The child is taught in his Science Course to analyze problems with a critical eye, to sift the relevant material from the irrelevant, to proceed in the solving of his problems in a logical, scientific manner. Yet when he turns around to view the life situation what does he find? In a fruit centre he notices a surplus of fruit rotting for want of consumption, while at the same time he reads of people not far distant who starve because they lack the means to buy the produce in question. Such a condition is the rule, rather than the exception. Consider Canada's wheat problem, for example. The child asks when he realizes the situation, "Why is a surplus produced if it cannot be consumed? Why are people denied access to the food when they have a crying need for it?" All these questions are reasonable and if we cannot answer the child he must feel that the economic system must be based upon

stupidity if it allows such practices to continue.

The child cannot change such a situation but the stark truth is that this life situation can and does change the child, often to his detriment. However, one might advance the opinion that if the child is educationally well-developed, he will seek, when he matures, to remould the system. Why wait till then? In the meantime perhaps he has become completely disillusioned or totally reconciled to what he comes to regard as inevitable.

It is not necessarily implied that teachers and educators enter the field of politics; rather should they realize the presence of this obstacle barring the path to complete social well-being and exert their influence to promote an analysis of economic customs, which are apparently untenable. Any teacher content to follow his career ignoring some of the elements contributing to the problems confronting his pupils, is guilty of social negligence.

- Alan Emmott.

WORDS OF WISDOM HEARD AT ODD MOMENTS

Miss Hinton - in handwriting period - "That won't do."

Dr. Anderson - in English period - "To progress - read, listen, and then explain yourself."
"There just ain't no such animal."

Mrs. Reese Burns - "Self-consciousness is a form of conceit."

Mrs. Murphy - "All right, girls, you are in the library now."

Mr. Campbell - "Why do we do what we do?"
"Normal students always have lo-ots of difficulty with this."
"Little girls are funny things."

Dr. Denton - "The problem is to get interest."

Mr. Gough - "In particular we should appreciate the fact that . . . "

Mr. English - "The maximum of return with the minimum of effort."

Mr. Wickett - "Rhythm is the medium through which one gets enjoyment."

Miss James - "The young child must learn to concentrate."

- Kathleen Hayes.

YE OLDE CHESHIRE CHEESE

Yet another landmark, which for years had stood unchanged, clothed in an atmosphere of antiquite and romance, has been destroyed by fire in a recent raid on London. This, however, was no gigantic structure, famous for its architectural beauty, but a small dingy building in one of the oldest parts of the city. This ancient eating house - "Ye Olde Cheshire Cheese" - has held for all who visited it, a certain fascination.

To its door, which stood in a dark lane, off Fleet Street, used to come one of England's greatest men of letters, Dr. Samuel Johnson. It was in the warmth of the great fire, at the head of a table, he would sit surrounded by friends and indulge in his criticisms of the society and literature of the Eighteenth Century. They would be served with great plates of steak, kidney and lark pie. This became the traditional dish of Ye Olde Cheshire Cheese, and centuries later, a visitor might sit in the same seat, while there would be placed before him a serving of an enormous pie made from the original recipe. As years went by, however, one change had to be introduced - pigeons were used instead of larks.

Another romantic figure who frequented this house was the actor, David Garrick. Returning from a performance at Drury Lane, he would swagger in, fling himself on one of the pewlike seats and roar his order. Recently, there was hung over the mantle a framed, worn page from the first visitors' book, upon which the Actor had signed his name.

Since Fleet Street is devoted to journalistic and newspaper houses, Ye Olde Cheshire Cheese has been the haunt of many striving literary men. Charles Dickens came often, and both his and Dr. Johnson's seats have been marked by a bronze plaque. In these chairs, American tourists have been known to sit all day, eating the famous dishes and trying to call up, amid ancient surroundings, something of the atmosphere of those romantic days. Now, Ye Olde Cheshire Cheese is no more, and the world has lost still another momento of the historic period when Johnson and Garrick walked the streets of old London Town.

- Dorothy Duncan.

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Teacher - Now, Bobby, tell me what month has 28 days in it?

Bobby - They all have.